

DOCUMENT RESUME

ED 123 907

FL 007 721

AUTHOR Beusch, Ann A., Ed.
TITLE The Many Languages of Career Education.
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE 74
NOTE 13p.; Parts of text may be marginally legible due to print size
AVAILABLE FROM Ann A. Beusch, Maryland State Dept. of Education, P.O. Box 8717-BWI Airport, Baltimore, Maryland 21240 (no charge)
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Career Awareness; Career Choice; *Career Education; Career Planning; Job Skills; Language Instruction; *Languages; Language Skills; *Occupational Choice; Occupational Guidance; *Resource Guides; *Second Language Learning; Second Languages; Teaching Guides

ABSTRACT

This brochure was developed as part of the ongoing priority in career education established by the Maryland State Board of Education. It was initially intended as an introductory resource guide for teachers, but has since been used successfully with counselors, students, parents, and members of the community. In addition to providing background material and statistics on the tremendous increase over the past twenty years in world trade, investments, and tourism, the brochure contains a chart of specific careers related to foreign languages. The chart is organized according to career clusters (service, business, clerical and sales, science and technology, outdoor, general culture, arts and entertainment) as well as educational levels ranging from "less than high school graduate" to "B.A. or above." A list of suggested teaching strategies and learning activities for classroom use is also included. Some of these activities do not require very extensive knowledge of a foreign language and are particularly suitable for exploratory programs in foreign languages at the middle or junior high school level. (Author)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

the many
languages of
career education



PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

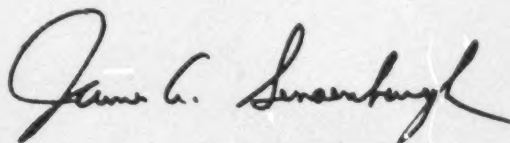
Ann A. Benach

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER.

Over two thousand years ago, Plato saw the wisdom of exposing students to broad areas of knowledge and thereby discovering the "bent of their minds."

Today, modern education has gone beyond that to include not only the study of established curricula, but also to explore the world of work through *career education*.

For many, the term career education is vague and shadowy, implying drastic — and unwelcome — changes in teaching methods and strategies. Not so at all. Career education with its focus on career preparation is an ideal educational partner with the more traditional academics. The fact that this publication involves career education as it relates to foreign language classrooms within our school systems is, in itself, a successful argument that career education is a working, viable concept for *all* students within our State.

A handwritten signature in black ink, reading "James A. Sensenbaugh". The signature is fluid and cursive, with the first name "James" and last name "Sensenbaugh" clearly legible.

James A. Sensenbaugh
State Superintendent of Schools

What's so foreign about our foreign language classrooms?

Why America herself is the greatest crucible in the world! The history and progress of the United States is based upon the efforts and contributions of her citizens — immigrants who came to this country bringing not only fresh ideas, but also their rich and varied legacies of language, custom, and culture.

Five million American students are currently taking foreign language courses in grades seven through 12. This represents over 22 percent of the student population in those grades. But while these figures appear healthy, they actually represent nearly a five percent decline in the past three years! Disappointing too, is the fact that in almost every country but ours, fluency in a second language is genuinely commonplace.

With such cultural and linguistic resources as we have, why then, are our foreign language classrooms unfilled?

Perhaps the major reason for this decline has been in terms of motivation. Historically, foreign language courses were taken by the college-bound student in order to satisfy

college and university language requirements — requirements which are fast disappearing. Competency in a second language was viewed as an attractive but rather useless skill, or at best, a skill needed only by translators or teachers. And one of the major arguments for learning a language of another country was "because someday you might go there."

But all of this is changing. As modern professionals we are replacing these motivations with one which is more current — career options and saleable skills through career education.

The concept behind career education is simple: to teach all students in school the relevant and practical which can be utilized in choosing and preparing for a career out of school. Career education is the blending of traditional curricula with the exposure to various career choices and options.

In addition to their normal studies, elementary grade students are exposed to the world of work through a wide spectrum of career "clusters," which encompass such diverse occupational headings as

agri-business and natural resources, marine science, transportation, public service, marketing and distribution, health, and others.

Through exploration of these clusters, the students in the middle grades become aware of the hundreds of job categories in each and their relationship to them and their society. Later, emphasis for each student is focused on only those clusters in which he is more interested, and by the end of high school, the student has developed saleable job entry skills. Upon com-

Language labs are important. Here, students use their classroom skills to monitor interesting conversations on a variety of topics.



pletion of his senior year, he is now prepared to enter the world of work, or to continue his education in a college, technical school, or other post-secondary institutions.

In career education, students actually sample the work world through a variety of experiences in the school and in the community. This, plus extensive guidance and counseling, assist them to discover and develop their particular interests and abilities in potentially meaningful careers.

But how does career education

relate to our foreign language students?

One important basic of this educational concept is that career education encompasses all areas and disciplines of traditional school curricula. Thus the role of the foreign language teacher is as vitally important to the student's successful career choice as, say, a teacher of chemistry or physics. Foreign language teachers offer to their students an awareness of opportunities to enhance their position in the national and international job market

by a very concrete and saleable skill — the command of a second language.

At a time when the United States is the world's largest trading nation and accounts for 15 percent of all world trade, second language skills are clearly needed for the expanding import/export job opportunities. For example, the Philco Ford Corporation which routinely maintains from 500 to 5,000 overseas business positions, indicates that in all cases the person hired would be more effective if he possessed a second language capacity.

Tourism is another aspect of the growing importance of the bilingual-bicultural job holder. Aided by the 1976 Bicentennial as well as concern over the unbalanced flow of U.S. dollars abroad, the government is encouraging a healthy increase in foreign tourism to the U.S. However, one of the most serious obstacles to this anticipated boom is the language barrier itself. According to surveys, language is the third most serious problem in selling the United States to foreigners. This language barrier is the number one problem in Latin

A second or third language skill often provides access to overseas teaching positions.



America, and in Mexico nearly 60 percent of all potential visitors expect language to be a major problem, and therefore are reluctant to visit our country.

Already 182 members of the American Hotel and Motel Association have agreed to staff their front desks, switchboards, and restaurants with personnel who speak Spanish, French, German, or Japanese in addition to English. Multilingual receptionists who assist foreign visitors through customs and immigration and aid in securing travel connections are in operation at Seattle, San Juan, and Kennedy airports. And Travel Phone U.S.A., a multilingual interpreting service, operates nationwide, helping those who have encountered language problems with guests from abroad.

By 1976, 326,000 jobs in the travel industry are predicted — further proof that tourism will be big business for language students.

Another area of consideration for interested students of foreign languages is the government. Although bilingual career opportunities here are just beginning to be assessed, the promise of career options is

great. No longer is a second language confined strictly to the corridors of the State Department and embassies. Almost every department of the federal government maintains foreign branches. And the advantages of an employee's secondary language skill are apparent.

With the burgeoning of trade agreements, exchange programs, and international technological assistance programs, the interested student has almost unlimited fields of interest from which to explore and choose. For example, the Agency for International Development (AID) currently employs around 3,000 individuals in overseas positions and ACTION, the federal agency which administers the Peace Corps and Vista programs, hires between 700-1,000 personnel with adjunct language skills.

But how can we impart this concept of career education with its enormous potential through our foreign language classrooms?

The very nature of career education in foreign languages is a broadening experience for the teacher and student alike. The classroom,

expanded beyond the confines of conjugations and cultures, can now become an arena of modern relevance and real motivation.

The following is a sampling of teaching strategies and learning activities designed to make each student aware of the many advantages which the language student has in the world of work. With enthusiasm and innovation, we, as modern professionals can truly make career education "an idea whose time has come."

Earphones show a diversity of languages in a group discussion at the European Economic Community headquarters in Brussels.



a. With second and third language skills, travel officials can easily provide tourists with information and guidance to make travel more comfortable. b. American Peace Corps Volunteers make visits to different quarters in the town of Kaffrine in Senegal, discussing health and sanitation problems with the people. c. A Spanish interpreter works at a United Nations conference in Panama City.



Suggested Teaching Strategies and Learning Activities

- Teach names for common occupations in other languages through identification games (identifying pictures), guessing games ("Who Am I?"), or role-playing occupations.
- Discuss the occupational denotations or connotations of pictures in foreign language textbooks, slides, filmstrips, dialogues, conversations, and current vocabulary study.
- Prepare bulletin board displays on careers as they may relate to foreign languages.
- Survey industries on a local level that have international distribution to determine the use of foreign language.
- Survey classified sections of newspapers to spot jobs requiring knowledge of a foreign language and maintain a class file or chart on those.
- Survey neighborhoods for people skilled in one or more foreign languages. Chart the results of the survey and compile a resource list of guest speakers, etc.
- Brain-storm on how foreign languages would be useful in various occupations suggested by a class leader.
- Dramatize skits or role-play in a foreign language: tour guide in school or community, sales aide in a store, librarian, interpreter for guidance counselor or administrator, receptionist, telephone operator, etc.
- Present crossword puzzles, word grids, and other word games based on foreign vocabulary about careers.
- Research various aspects of the world of work in a foreign culture: length of work day, average salary, vacations, types of industry, training requirements, etc. Prepare displays, posters, reports, etc.
- Plan and implement a "Foreign Language Occupations Fair."
- Serve as escort for foreign visitors to school and community.
- Teach or tutor foreign languages in nursery school, kindergarten, or middle school. Serve as teaching aide or tutor in lower levels. Volunteer as librarian for foreign language tapes, resource, and materials collection. Serve as language laboratory assistant.
- Interview (tape or videotape) persons in various fields who actively use foreign languages in the course of their work: historians, secretaries, computer mathematicians, construction foremen, etc.
- Interview employers as to competencies required in foreign languages for certain positions or as to opinions regarding desirability of foreign languages for employment.
- Read and discuss magazine and newspaper articles dealing with career opportunities in foreign languages and with the world of work in the foreign culture.
- Prepare a series of culture capsules or cultural assimilators dealing with various aspects of the world of work in the foreign culture.
- Prepare a series of learning activity packets on specific occupations or on particular aspects of the world of work in the foreign culture.
- Role-play various occupations in

the foreign language: social worker; librarian; sales clerk; nurse; tour guide in Washington, D.C., Baltimore, or local community; desk clerk in hotel;

With expanding international traffic, many airlines require the services of multilingual hostesses.



counselor for foreign students; scientist reporting on latest research, etc.

- Debate the need, pro and con, for foreign languages in certain fields: sales, architecture, construction trades, health fields, etc.
- Practice typing material in the foreign language. Serve as a secretarial aide to the foreign language department.
- Read, type, translate, or compose business letters in a foreign language.
- Explore adaptations of various shorthand systems such as Gregg in foreign languages.
- Explore periodical literature in chosen field of interest.
- Prepare learning activity packets or "mini" course dealing with specialized Russian; Spanish for radio and T.V. announcers; some common foreign terms in journalism; sports and foreign languages, etc.
- Research in depth some aspect of the world of work in a foreign

culture; education required for certain occupations; job opportunities abroad for U.S. citizens; implications of a growing bilingual population in the U.S.

- Prepare and teach a "Foreign Language for Travelers" course to one or more adults.

SELECTED BIBLIOGRAPHY

Browning, Mesach. *Career Awareness in Foreign Language Instruction*. Cresaptown, Maryland: Vocational-Technical Center (Mimeo). See also: Love, F. William D. and Lucille J. Honig, "Project Aware," 319-322, in *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12*. New York: The Modern Language Association of America, 1973.

Lester, Kenneth A. and Toby Tamarkin. "Career Education," 161-187, in Gilbert A. Jarvis, ed., *Responding to New Realities*. ACTFL Review of Foreign Language Education, Volume 5. Skokie, Illinois: National Textbook Company, 1974.

Subcommittee on Career Education/Foreign Languages, Maryland State Department of Education. *Resource Notebook Section: Career Education and Foreign Languages*. Contact: Ann A. Beusch, Specialist in Foreign Languages and ESOL, Maryland State Department of Education, Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240.

Careers Related to Foreign Languages

LEVELS	SERVICE	BUSINESS, CLERICAL AND SALES	SCIENCE AND TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS AND ENTERTAINMENT
I B.A. or above	Diplomat Curator Missionary Agronomist Lawyer Social worker	Tour conductor Commercial attache Branch manager Economist Accountant	Translator of technical writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist Chemist Entomologist	Recreation specialist Park service supervisor	College language teacher Writer-foreign language paper Foreign correspondent High school language teacher	Opera singer Critic Actor
II High School plus Technical	Language librarian Steward or stewardess Legal aide Salesperson	Cataloguer Dealer, foreign books Secretary-bilingual Travel bureau manager Foreign service worker Fashion buyer	Mechanic Wireless operator Researcher	Tour guide Construction foreman Park service employee	Broadcaster	Art dealer
III High School Graduate	Interpreter Translator Customs inspector Immigration inspector Traveling companion	Airline clerk Foreign clerk Foreign collection clerk Exporter Importer		Policeman Fireman		
IV Less than High School Graduate	Hotel or motel worker Waitress or waiter	Hotel or motel clerk Armed forces Merchant marine Information aide Courier		Taxi Driver Bus Driver		

—Courtesy Foreign Language Department, Winston Churchill Senior High, Montgomery County Public Schools

Our Shrinking World



MAIL ACROSS THE BORDERS

Pieces of Mail Sent Abroad From U.S.

1950	417 MIL.
1972	916 MIL.

CHANGE UP 120%
Source: U.S. Postal Service



A TRIP OVER THE ATLANTIC

Travel Time On a Commercial Flight

1947	17½ HOURS
NOW	6½ HOURS



TRADE BETWEEN FREE WORLD NATIONS

Value of World Exports

1950	\$55.8 BIL.
1972	\$371.1 BIL.

CHANGE UP 565%
Source: International Monetary Fund



TELEPHONE CALLS OVERSEAS

Number of Overseas Calls To and From U.S.

1950	900,000
1972	35,000,000

CHANGE UP 3,789%
Source: Federal Communications Commission



EXCHANGE OF STUDENTS

	1955	1972	CHANGE
Foreign Students Studying in U.S.	40,700	140,100	UP 244%
U.S. Students Studying Abroad	9,900	32,000	CHANGE UP 223%

Note: Figures Include Only Students at Colleges and Universities
Source: Institute of International Education



TWO-WAY FLOW OF INVESTMENTS

	1950	1971	CHANGE
U.S. Direct Investment Abroad	\$11.8 BIL.	\$86.0 BIL.	UP 629%
Foreign Direct Investment in U.S.	\$3.4 BIL.	\$13.7 BIL.	CHANGE UP 303%

Source: U.S. Dept. of Commerce



TRAVELERS ACROSS THE OCEANS

	1950	1972	CHANGE
Americans Going Overseas	651,000	7,700,000	UP 1,083%
Foreigners Coming to U.S.	288,000	3,800,000	CHANGE UP 1,219%

Note: Figures exclude overland trips between U.S. and Canada and Mexico
Source: U.S. Dept. of Justice

Members of the State Board of Education

President

JEROME FRAMPTON, JR. . . . *Federalburg*

Vice President

RICHARD SCHIFTER *Bethesda*
LAWRENCE MILLER *Baltimore*
MRS. ROGER W. MOYER *Annapolis*
MRS. WILLIAM F. ROBIE *La Plata*
ROSS V. SMITH *Thurmont*
WILLIAM G. SYKES *Baltimore*

JAMES A. SENSENBAUGH

*Secretary-Treasurer of the Board and
State Superintendent of Schools*

QUENTIN L. EARHART

Deputy State Superintendent of Schools

DR. T. K. MUELLEN

*Assistant State Superintendent
for Instruction*

JAMES L. REID

*Assistant State Superintendent for
Vocational-Technical Education*

DR. JOHN S. JEFFREYS

Coordinator of Pupil Services

Subcommittee on Career Education/ Foreign Languages

MR. NIEL CAREY

*Specialist in Guidance (Vocational)
Maryland State Department of
Education (Task Force Chairman)*

MISS ANN A. BEUSCH

*Specialist in Foreign Languages and
ESOL
Maryland State Department of
Education (Subcommittee Chairman)*

DR. PHILIP ARSENAULT

*Supervisor of Foreign Languages
Montgomery County Board of Education*

MRS. ANN BITTERMAN

*Department of Foreign Languages
Wilde Lake Senior High School
Howard County Public Schools*

MR. MESACH BROWNING

*Vice Principal
Allegany County Vocational-Technical
Center
Allegany County Public Schools*

DR. WILLIAM DeLORENZO

*Assistant Professor
Department of Secondary Education
College of Education
University of Maryland*

MR. MALCOLM DUTTERER

*Coordinator of Economic Education and
Special Projects in Social Studies
Baltimore City Public Schools*

MR. PHILLIP JACKSON

*Foreign Language Department
Queen Anne's County High School
Queen Anne's County Public Schools*

MRS. DORA KENNEDY

*Supervisor of Foreign Languages
Prince George's County Public Schools*

MR. ARTHUR MICOZZI

*Supervisor of Foreign Languages
Baltimore County Board of Education*

MRS. PATRICIA MOORE

*Counselor
Southern Junior High School
Anne Arundel County Board of
Education*

MRS. NANCY PINSON

*Specialist in Pre-Vocational Education
Division of Vocational-Technical
Education
Maryland State Department of
Education*

MR. DAVID ROOS

*Chairman, Foreign Language
Department
Winston Churchill Senior High School
Montgomery County Public Schools*

*This publication was prepared under the
direction of the Foreign Language
Subcommittee of the Maryland State
Department of Education's Task Force
on Career Education.*

*Funds for this publication were provided
primarily from Part D of the Vocational
Education Amendment of 1968.*

Photographs courtesy of Action, the Board of Education, Washington County, Maryland, Exxon Corporation, National Railroad Passenger Corporation, Sabena Belgian World Airlines, and the United Nations.

Maryland State
Department of Education
Division of Instruction
P. O. Box 8717
Baltimore-Washington International Airport
Baltimore, Maryland 21240

Afrikaans / Arabic / Bengali / Bulgarian / Burmese / Byelorussian / Catalan / Chinese / Chippewa / Czech / Danish / Dutch-Flemish / Efik / ESOL / French / German / Greek / Hausa / Hebrew / Hindi-Urdu / Hungarian / Icelandic / Indonesian / Italian / Japanese / Javanese / Korean / Kurdish / Latvian / Lithuanian / Malagasy / Navaho / Nepali / Norwegian / Persian / Polish / Portuguese / Punjabi / Rumanian / Russian / Serbo-Croatian / Sindhi / Sioux / Slovak / Spanish / Sudanese / Swahili / Swedish / Tagalog / Tamil / Telugu / Thai / Tibetan / Turkish / Ukrainian / Uzbek / Vietnamese / Yoruba / Afrikaans / Arabic / Bengali / Bulgarian / Burmese /